

## 1. WORKING ON THE CENSUS 2000

During the year 2000, the Census Bureau will conduct the 22nd decennial census. To conduct Census 2000 activities, the Census Bureau will hire nearly a half million temporary workers to check addresses and interview households for census information. To qualify for these jobs, applicants will take a written test of basic skills called the Field Employees Selection-Aid Test – General (FESAT-G). FESAT-G is designed to measure the knowledge, skills, and abilities needed prior to being hired and trained to perform a variety of census jobs. A brief description of the job duties for the positions covered by the FESAT-G follows.

### Positions Covered

**Enumerators** are census takers. They work in their local community, gathering census information. Enumerators spend most of their time locating addresses and conducting door-to-door interviews. There are several kinds of enumerators, but generally their jobs involve person-to-person contacts. Enumerators work in all types of weather, moving from housing unit to housing unit. Some enumerators visit assigned areas in order to develop accurate and complete lists of mailing addresses. Others check the results of these listing activities to ensure that no mailing addresses were omitted.

Some enumerators are required to make personal visits to households that fail to mail back their census forms or return them incomplete in order to obtain the needed census information. Still other enumerators gather census information from group living quarters, such as hospitals, nursing homes, dormitories, hotels, motels, and prisons. They leave questionnaires with the residents of these establishments, and conduct personal interviews when necessary. Enumerators are required to ask questions that some respondents may consider sensitive, such as questions concerning age, income, and/or marital status. The Bureau offers training to enumerators on the best interviewing techniques.

**Crew Leaders** also work in the community in all types of weather, moving from housing unit to housing unit. They are responsible for training, supervising, evaluating, and improving the work of enumerators. They monitor enumerators' progress, provide guidance regarding the performance of their work, and help resolve problems. Crewleaders go into the community frequently to meet with, observe, evaluate, train, and retrain enumerators, as necessary. They handle difficult cases. While most crewleader work happens out in the community, some crew leader work is conducted from their home (e.g., making contacts with their enumerators by telephone). Crew leaders, like enumerators, are required to ask household members questions which are considered personal by some people. Therefore, they also are trained in the best interviewing techniques.

**Clerks** perform a variety of clerical duties in the local or regional census office. These duties may include office processing of census forms, recruiting, testing, space and leasing, automation, personnel/payroll, and other administrative operations designed to support the responsibilities of the census office.

There are several kinds of clerks. Some clerks may work on operations that involve processing census questionnaires. They make corrections to census address listings, mail out census questionnaires, check-in returned questionnaires, edit questionnaires for completeness, and do other office jobs. Some clerks telephone households which have not completed their questionnaires properly. These clerks are required to ask household members questions some respondents consider sensitive. Therefore, these clerks also

are trained in the best telephone interviewing techniques. Other clerks are trained in applying Federal personnel regulations and census payroll procedures to the processing of payroll and personnel forms for census employees. They are responsible for the careful audit of payroll forms submitted by employees, checking calculations, and questioning inconsistencies as necessary. Still other clerks are responsible for reviewing job applications, setting up testing space, administering census tests to job applicants, and/or scoring tests. They may also be required to assist in preparing recruiting materials and reports.

The plan for Census 2000 assumes the Census Bureau will need to hire over a half million temporary employees within a very few months. The Census Bureau is fully committed to attracting and hiring a sufficient number of qualified enumerators, crewleaders, and clerks to conduct Census 2000. Local persons interested in these positions will be actively recruited to help ensure an accurate count in all communities.

### **Who Should Apply?**

The U.S. Census Bureau is looking for people who want to earn money while they serve their community. Persons who are currently employed can schedule census work around their current employment. Retirees, participants in government programs, and people who are not currently employed are also urged to apply. Local residents will be hired to work in local census offices, and as crew leaders and census takers in the community. Successful census takers are not afraid to contact people and ask them questions and are not discouraged by rejection. They are organized and able to complete assignments on or ahead of schedule, working independently and following procedures.

Applicants should be 18 years old or older and U.S. citizens. They should not have had a conviction other than a minor traffic violation since age 18 and should not be currently employed as a tax collector/assessor or law enforcement official. Men born after 12/31/59 must be registered with selective service. Additionally, applicants must take a written test of basic skills (the FESAT-G) and pass a security and employment reference check. The U.S. Bureau of the Census is an equal opportunity employer.

### **How Do I Apply?**

Interested persons may contact their local census office, call the Census toll-free number (1-888-325-7733) or visit the Census website at <http://www.census.gov>. A list of regional census offices and a copy of the application form (BC-170) may be found starting on pages 4 and 5, respectively.

### **Where Is The Work?**

We strive to have people work within the neighborhoods in which they live. We need a representative work force, reflective of the community.

### **What Are The Hours?**

In most instances, you must be willing to work eight hours each day. If you are hired as an enumerator or crewleader, you must work evenings and weekends in order to find people at home. Most employees will not work more than 40 hours per week, but enumerators and crewleaders will need to work when people in their assigned area are at home. Clerical workers will usually work during the daytime hours, with periods of evening shift work.

## **When Will Work Begin?**

Most census workers will work from mid-April to mid-June in the year 2000, to follow up on households that did not return their census questionnaire. In rural areas, people will be needed from August 1998 to January 1999 and March 2000 to update address listings. Still, other census workers may be required to work until September 2000 depending on Census operational needs. Most jobs will last from three to six weeks, while others may last longer.

## **How Much Is The Pay?**

Census workers are paid weekly. They receive a competitive hourly wage, established by area and activity. They are paid to attend training and reimbursed for mileage costs. Census workers get bonuses for exceeding production and quality standards and completing certain jobs.

## **What About Benefits?**

Census workers are eligible for unemployment compensation under the unemployment for Federal Employees Program. Some waivers or administrative exemptions will help recipients of government benefits to work on Census 2000 without reducing their benefits. Exemptions have already been obtained for military and Federal civilian retirees and recipients of Public and Indian Housing programs.

## **What About Training?**

The Census Bureau will provide training to all new hires. Persons who are hired as enumerators and crewleaders to work on Census 2000 will attend a training session where they will learn the use of census forms, and census interviewing and map reading techniques. All workers will be provided with on-the-job training.

## Regional Census Center Coverage For Census 2000 Activities

Decennial Census field activities, as well as selected geographic information services, and other functions are managed and supervised by the Census Bureau's 12 Regional Census Centers. In addition, to the telephone numbers below, you can contact the Census Bureau by calling the toll free number 1-888-325-7733 or by e-mail via the Census Bureau Home Page at <http://www.census.gov>.

<b>Caller's State</b>	<b>Regional Census Center</b>	<b>Telephone</b>	<b>Caller's State</b>	<b>Regional Census Center</b>	<b>Telephone</b>
Alabama	Atlanta	(404) 730-3948	Montana	Denver	(303) 231-5026
Alaska	Seattle	(206) 553-5880	Nebraska	Denver	(303) 231-5026
Arizona	Denver	(303) 231-5026	Nevada	Denver	(303) 231-5026
Arkansas	Kansas City	(816) 801-2000	New Hampshire	Boston	(617) 424-0500
California (1)			New Jersey (2)		
	Seattle	(206) 553-5880		New York	(212) 264-8072
	Los Angeles	(818) 904-6420		Philadelphia	(215) 597-5514
Colorado	Denver	(303) 231-5026	New York (3)		
Delaware	Philadelphia	(215) 597-5514		Boston	(617) 424-0500
District of Columbia	Philadelphia	(215) 597-5514		New York	(212) 264-8072
Florida	Atlanta	(404) 730-3948	North Carolina	Charlotte	(704) 344-6384
Georgia	Atlanta	(404) 730-3948	North Dakota	Denver	(303) 231-5026
Hawaii	Los Angeles	(818) 904-6420	Ohio	Detroit	(248) 968-2686
Idaho	Seattle	(206) 553-5880	Oklahoma	Kansas City	(816) 801-2000
Illinois	Chicago	(312) 353-9767	Oregon	Seattle	(206) 553-5880
Indiana	Chicago	(312) 353-9767	Pennsylvania	Philadelphia	(215) 597-5514
Iowa	Kansas City	(816) 801-2000	Rhode Island	Boston	(617) 424-0500
Kansas	Kansas City	(816) 801-2000	South Carolina	Charlotte	(704) 344-6384
Kentucky	Charlotte	(704) 344-6384	South Dakota	Denver	(303) 231-5026
Louisiana	Dallas	(214) 655-3033	Tennessee	Charlotte	(704) 344-6384
Maine	Boston	(617) 424-0500	Texas	Dallas	(214) 655-3033
Maryland	Philadelphia	(215) 597-5514	Utah	Denver	(303) 231-5026
Massachusetts	Boston	(617) 424-0500	Vermont	Boston	(617) 424-0500
Michigan	Detroit	(248) 968-2686	Virginia	Charlotte	(704) 344-6384
Minnesota	Kansas City	(816) 801-2000	Washington	Seattle	(206) 553-5880
Mississippi	Dallas	(214) 655-3033	West Virginia	Detroit	(248) 968-2686
Missouri	Kansas City	(816) 801-2000	Wisconsin	Chicago	(312) 353-9767
			Wyoming	Denver	(303) 231-5026

(1) The Los Angeles Regional Office covers Fresno, Imperial Inyo, Kern, Kings, Los Angeles, Mariposa, Merced, Monterey, Orange, Riverside, San Benito, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, Tulare, and Ventura counties. The remaining counties are covered by the Seattle Regional Office. (2) The New York Regional Office covers Bergen, Essex, Hudson, Middlesex, Morris, Passaic, Somerset, Sussex, Union and Warren Counties. The remaining counties are covered by the Philadelphia Regional Office. (3) The New York Regional Office covers Bronx, Kings, Nassau, New York, Queens, Richmond, Rockland, Suffolk, and Westchester counties. The Boston Regional Office covers the balance of New York State.

FORM **BC-170**  
(12-5-97)U.S. DEPARTMENT OF COMMERCE  
BUREAU OF THE CENSUS**CENSUS EMPLOYMENT INQUIRY****Section A – APPLICANT PERSONAL DATA****1. Social Security Number**

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**2. Name**

Last Name

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First Name

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**3. Residence address**

Street address or RFD number (Include apartment number, if any)

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City

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County

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State

ZIP Code

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**4. Mailing address (if different from item 3)**

Street address or RFD number (Include apartment number, if any)

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City

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State

ZIP Code

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**5. Intersecting streets nearest your home**

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**6. Telephone number(s)**

Area code Number

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Day

Evening

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**7. Sex** (For statistical use only) Mark (X) one box.
☐ Female    ☐ Male
**8. Date of birth**

Month    Day    Year

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**9. Are you a citizen of the United States? – If "No," write country of which you are a citizen:**☐ Yes☐ No – Specify country →**10. FOR MALES ONLY:** If you are a male born after December 31, 1959, and you want to be employed by the Federal Government, you must be registered with the Selective Service System. Mark (X) one box.☐ I certify that I **am** registered.☐ I certify that I **am not** registered.**11. Military Service****a. Do you claim veteran's preference?** Mark (X) one box.☐ No preference – Skip to item 12.☐ Yes – List period(s) of service ↗

Month    Year

Month    Year

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TO

Branch, Rank, Awards, Badges, or Campaign medals –

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**b. Veterans preference categories?** Mark (X) one box.☐ 5-point preference – Attach your DD-214 or other proof☐ 10-point preference – Follow instruction below

If you claim 10-point preference, you must complete a Standard Form 15, which is available at any Federal Job Information Center. ATTACH THE COMPLETED SF-15 TO THIS APPLICATION, INCLUDE THE PROOF REQUESTED ON THE REVERSE SIDE OF THE SF-15. Indicate the type of 10-point preference you qualify for by marking (X) one of the following:

☐ 10-point (disability) preference☐ 10-point (compensable disability) preference – less than 30%☐ 10-point (compensable disability) preference – 30% or more☐ 10-point (other) preference (use when you are a spouse, widow, or mother of a disabled veteran)**12. Mark (X) highest education level**☐ Some high school – Did not graduate☐ High school/GED☐ Associate degree☐ Bachelor's degree☐ Master's degree☐ Doctoral degree**FOR OFFICE USE ONLY****A. Location**

Office or LCO

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CFO

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**B. FIPS State**

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**C. FIPS County**

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**D. Census Tract**

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**E. Census Block**

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**F. Employee class**
☐ 1 = Decennial  
☐ 2 = ICM  
☐ 3 = RO
**G. I-9 Code**

List A:

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List B:

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List C:

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**H. Veteran's proof**
☐ Verified & attached
**I. Language code(s)**


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**J. Disposition**

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**Section B – RECRUITING SOURCES**

**13. How did you first learn about the particular position for which you are applying? Mark (X) only one.**

- ☐ Poster/flyer at civic, community, neighborhood, or religious organization
- ☐ Poster/flyer in public area
- ☐ Community or organization newsletter/newspaper/leader
- ☐ Federal, state, tribal employment office/Job service and information center
- ☐ Speech/presentation by Census employee
- ☐ Job Fair
- ☐ Friend or relative working for Census
- ☐ Friend or relative not working for Census
- ☐ Newspaper – advertisement
- ☐ Newspaper – article
- ☐ Radio
- ☐ Toll-free Census number or job line
- ☐ Census job mailing or postcard
- ☐ Internet/E-Mail
- ☐ School or college
- ☐ Business/private company
- ☐ TV
- ☐ Other – *Specify* 

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**Section C – APPLICATION DATA**

**Most jobs require outside interviewing or address listing –**

**14a. Are you willing to work in the field?**

- ☐ Yes
- ☐ No

**b. Are you willing to work in the office?**

- ☐ Yes
- ☐ No

**15. Are you now or have you ever been employed by a Federal agency? If yes, indicate date, agency, and grade level in item 32.**

- ☐ Yes
- ☐ No

**16. Do you receive retirement or have you ever applied for retirement pay, pension, or other pay based on military, Federal civilian, or District of Columbia Government service? If yes, explain in item 32.**

- ☐ Yes
- ☐ No

**17. Do any of your relatives work for the U.S. Government or the U.S. Armed Forces? Include – Father, mother, husband, wife, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, father-in-law, mother-in-law, son-in-law, daughter-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, and half sister. (If yes, use item 32 to write for each of these relatives, his/her: (a) name; (b) relationship; (c) department, agency, or branch of the Armed Forces.)**

- ☐ Yes
- ☐ No

**18. Indicate your availability by placing an "X" in the appropriate box(es) for each day.**

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
<b>a. Morning</b> (8 a.m. – 12 p.m.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b. Afternoon</b> (12 p.m. – 4 p.m.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c. Evening</b> (4 p.m. – 8 p.m.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d. All of the above</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section D – LANGUAGES**

**19. Some census jobs require the use of a language other than English. Indicate your knowledge of other languages by printing "H" for high, "M" for medium, or "L" for low.**

Language(s)	Speak	Read	Write
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section E – SKILLS AND TRANSPORTATION**

**20a. Do you have computer or data entry experience?**

- ☐ Yes
- ☐ No

**b. Do you type?**

- ☐ Yes →  wpm
- ☐ No

**c. Indicate the type(s) of transportation that you have available for use – Mark (X) to all that apply.**

- ☐ Automobile
- ☐ 4-wheel drive
- ☐ Airplane
- ☐ Boat
- ☐ ATV (All terrain vehicle)

**d. Do you have a license to operate the vehicle(s) above?**

- ☐ Yes
- ☐ No





## Section G – BACKGROUND INFORMATION

**Answer all questions in items 25 through 31 below. Read each statement carefully before responding.**

- 25.** During the last **10 years**, were you **fired from any job** for any reason, did you **quit after being told that you would be fired**, or did you leave by mutual agreement because of specific problems? If **"YES,"** use **32 (below)** to write for each job a) the name of the employer; b) the approximate date you left the job, and c) the reason(s) why you left
- Mark (X) one  
☐ Yes    ☐ No

**When answering questions 26 through 30 you may omit:** 1) traffic fines of \$300 or less; 2) any violation of law committed before your 18th birthday, if finally decided in juvenile court or under a youth offender law; 3) any conviction set aside under the Federal Youth Corrections Act or similar State law; 4) any conviction whose record was expunged under Federal or State law. **NOTE:** You must include convictions resulting from a plea of nolo contendere (no contest).

**Important note about questions 26 through 30.** We will consider the date, facts, and circumstances of each event you list. In most cases you can still be considered for Federal jobs. However, if you fail to tell the truth or fail to list all relevant events, this failure may be grounds for not hiring you, for firing you after you begin work, or for criminal prosecution [18 U.S.C. 1001].

- 26. Have you ever** been convicted of or forfeited collateral for **any felony**?

*A felony is defined as any violation of law punishable by imprisonment of longer than one year, except for violations called misdemeanors under State law which are punishable by imprisonment of two years or less.*

☐ Yes    ☐ No

- 27. Have you ever** been convicted of or forfeited collateral for any **firearms or explosives** violation?

☐ Yes    ☐ No

- 28. Are you now** under charges for **any** violation of law?

☐ Yes    ☐ No

- 29. During the last 10 years** have you forfeited collateral, been convicted, been imprisoned, been on probation, or been on parole? Do **not** include violations reported in **26, 27, or 28** above.

☐ Yes    ☐ No

- 30. Have you ever** been convicted by a **court-martial**? If no military service, answer "NO."

☐ Yes    ☐ No

- 31. Are you delinquent** on any Federal debt? (Include delinquencies arising from Federal taxes, loans, overpayment of benefits, and other debts to the U.S. Government **plus** defaults on Federally guaranteed or insured loans such as student and home mortgage loans.)

☐ Yes    ☐ No

**IF YOU ANSWERED "YES" TO 26, 27, 28, 29, 30, OR 31 GIVE DETAILS IN 32.** For each violation write (ne: 1) date; 2) charge; 3) place; 4) court; and 5) action taken.

- 32. EXPLANATIONS OR ANSWERS TO ITEMS 1 THROUGH 31 – Attach additional listing if needed.**

## Section H – PRIVACY ACT STATEMENT

Solicitation of this information is authorized by section 23 of title 13, U.S. Code, which authorizes temporary appointments in the Census Bureau. The information will be used primarily to determine your qualifications for employment and may be used also to identify you to other sources asked to comment on your qualifications, e.g., educational institutions, former employers, and law enforcement agencies, or to a court during legal proceedings.

We must have your Social Security Number (SSN) to keep our records straight because other people may have the same name and birthdate. The SSN has been used to keep records since 1943, when Executive Order 9397 asked agencies to do so. The furnishing of all the information is voluntary, but failure to provide any part or all of the data requested will result in your receiving no further consideration for employment.

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Associate Director for Administration/Comptroller, Paperwork Reduction Project 0607-0139, Room 3104, FB-3, Bureau of the Census, Washington, DC 20233, and to the Office of Management and Budget, Paperwork Reduction Project 0607-0139, Washington, DC 20503.

## Section I – SIGNATURE, CERTIFICATION, AND RELEASE OF INFORMATION

**YOU MUST SIGN THIS APPLICATION IN DARK INK. Read the following carefully before you sign. A false statement on any part of your application may be grounds for not hiring you, or for firing you after you begin work. Also, you may be punished by fine or imprisonment (U.S. Code, Title 18, Section). I understand that any information I give may be investigated as allowed by law or Presidential order. I consent to the release of information about my ability and fitness for Federal employment by employers, schools, law enforcement agencies and other individuals and organizations, to investigators, personnel staffing specialists, and other authorized employees of the Federal Government. I certify that, to the best of my knowledge and belief, all of my statements are true, correct, complete, and made in good faith.**

Signature

Date signed



## 2. PURPOSE OF THIS GUIDE

This guide is designed to help prepare you to take the FESAT-G. Test scores from the FESAT-G are used along with other selection criteria to determine your suitability for a variety of temporary census jobs. This manual will help you become familiar with the FESAT-G and provide you with the information you need to perform your best on the test. In the following pages, you will find a description of the FESAT-G test format, some general test taking tips, sample exercises, and a practice test. This guide is designed to improve your chances of obtaining the best test score possible.

This test preparation guide is designed for use by both individuals working on their own to help prepare themselves for the test and by trainers in a classroom setting.

## 3. INTRODUCTION TO THE FESAT-G

The FESAT-G is a multiple choice test designed to measure applicants' ability to successfully perform the duties of a variety of census jobs. There are 28 questions covering five skills needed at entry for the types of positions listed earlier. The five skills measured by the test are clerical skills, reading skills, number skills, interpreting information/evaluating alternatives, and organizational skills. Each section of the test has 5 or 6 questions that assess these skills. A brief description of each section of the test follows.

**Clerical Skills** – This section of the test assesses the ability to follow written instructions on performing clerical tasks. These tasks include filing, sorting, or organizing various types of information or data alphabetically or numerically. The tasks measured may also include matching items or arranging items in sequence.

**Reading Skills** – This section is designed to measure reading and understanding. The types of questions in this section include identifying words with similar meanings, answering questions about a paragraph that was read, and getting information from a table to answer questions.

**Number Skills** – This portion of the test measures the ability to perform arithmetic computations and understand numerical concepts. Test questions could include any of the following: adding, subtracting, multiplying, dividing, fractions, percentages, and solving word problems.

**Interpreting Information/Evaluating Alternatives** – This section is designed to test the use of sound judgement in interpreting information and determining the best course of action amongst several alternatives. Questions include interpreting maps and choosing the best of several options.

**Organizational Skills** – This part of the test assesses the ability to use logical reasoning in order to analyze, summarize, and/or organize information to solve a problem or follow an instruction. Most of the questions in this part include analyzing a form, following instructions on census forms, or arranging items in a particular pattern.

Normally, you are allotted 30 minutes to complete the test. Try to answer all the questions, since there is no penalty or deduction of points for incorrect answers. The higher your score, the more likely you are to be contacted for an interview (provided you also meet the other posted job requirements). A final job offer depends on the census hiring needs in the area where you live.

## **Making Arrangements to Take the FESAT-G**

To schedule the FESAT-G you should contact your local census office. If you don't know the telephone number of your local census office, you may refer to the list of regional census offices on page 4 and contact the appropriate regional census office in your state. They will be able to give you the address and telephone number for your local census office. At the time of your call to your local census office, you will be given the location, date, and time of the next available testing session. Requests for accommodations for persons with disabilities (such as sign language interpretation or concerns about wheelchair accessibility) should be made at that time. When arriving at the site on the day of testing, you will be given instructions concerning the test and administrative forms to be filled out. You will need to allow approximately one hour to both complete the forms and take the 30 minute test.

### **4. GENERAL TEST TAKING TIPS**

Many people have fears associated with taking any test. This guide is designed to take away some of these fears so that applicants will be comfortable when they go in to take the FESAT-G. In addition to going over sample exercises, and completing the practice test, there are some general techniques which, if followed, will help you improve your test score. To perform your best on the FESAT-G, follow the general test taking tips listed below.

#### **Before Taking The Test**

- Do the sample exercises and practice test until you feel comfortable with your results.
- Identify any areas where you may need additional work and PRACTICE, PRACTICE, PRACTICE.

#### **Taking The Test**

- Read the written instructions thoroughly for each section of the test before answering the questions.
- Answer all of the questions you find easiest first. Place a check next to the questions that you find difficult and then return to them later. Do not spend too much time on any one question.
- Do not leave any questions unanswered. If you do not know the answer to a question, eliminate the answers you know are incorrect, and then guess among the remaining response options. If none can be eliminated, then guess among all the responses. You have a 25 percent chance of choosing the correct answer when you guess and there is no penalty for wrong answers.
- Make sure you have read the question correctly to help ensure you do not make careless mistakes.
- Mark only one answer for each question. If you mark more than one answer, your answer will be considered wrong, even if one of your answers is correct.

- Make sure that the answers marked on the answer sheet match the test number in the test booklet. If you skip a question, do not accidentally mark the answer to the next question in that entry. It will be more difficult to locate the skipped question later and you may waste valuable time erasing and correcting all the other answers which are now incorrect because of that earlier mistake.
- Make sure you get adequate rest the evening before the exam. If you are tired there is a higher chance that careless mistakes will be made.
- Arrive at the test-site early, at least 15 to 30 minutes beforehand. This will give you adequate time to locate the testing room and resolve any personal needs before the test begins.
- Carefully make arrangements for transportation to the test-site, considering unforeseen delays in traffic or public transportation. If you arrive after the test begins, your testing date will be rescheduled.
- Arrive at the test site prepared. Bring all the required materials to the test site such as proof of employment eligibility (for example, photo-id, social security card, alien registration card, employment authorization card, etc.). Do not bring any materials to the test site which are not permitted, e.g., calculators, study materials, food, and so on.

If you follow these general tips and review the sample exercises that are included in this guide, you should be better prepared to take the FESAT-G.

The sample exercises that follow have been taken from previous FESAT-Gs and other census exams that have questions similar to the ones that may appear on the actual test. They are categorized by skill and represent the types of questions that will help prepare you to pass the test. Thoroughly review the sample exercises and then take the practice test located in the back of the manual. While you can complete the sample exercises at your leisure, you should try to take the practice test under conditions which are similar to actual test taking (e.g., setting a 30 minute time limit for yourself to complete the practice test).

Good Luck!!!!



## **5. SAMPLE EXERCISES**



## PART 1: CLERICAL SKILLS

This section of the FESAT-G covers knowledge of filing, putting things in alphabetical and numerical order and coding data. The questions in the clerical skills section of the test ask about sorting and matching and making one to one associations.

### Sample Exercises: *MATCHING/SORTING*

In each line across the page there are three names or numbers. Compare the three names or numbers and mark your answers for questions 1 through 10 as follows:

- A. If all three names or numbers are exactly alike.**
- B. If either the first and second names (or numbers) or the second and third names (or numbers) are exactly alike.**
- C. If only the first and third names or numbers are exactly alike.**
- D. If all three names or numbers are different.**

#### Group 1

- |                     |                  |                  |                       |                       |                       |                       |
|---------------------|------------------|------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                     |                  |                  | A                     | B                     | C                     | D                     |
| 1. M. C. Ericsson   | M. G. Ericson    | M. C. Ericson    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                     |                  |                  |                       |                       |                       |                       |
|                     |                  |                  | A                     | B                     | C                     | D                     |
| 2. Claribel Fugitt  | Claribel Fugitt  | Claribel Fugitt  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                     |                  |                  |                       |                       |                       |                       |
|                     |                  |                  | A                     | B                     | C                     | D                     |
| 3. Reuben R. McKay  | Ruben R. McKay   | Reuben B. McKay  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                     |                  |                  |                       |                       |                       |                       |
|                     |                  |                  | A                     | B                     | C                     | D                     |
| 4. Bertha De Monte  | Bertha De Monte  | Berthe De Monte  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                     |                  |                  |                       |                       |                       |                       |
|                     |                  |                  | A                     | B                     | C                     | D                     |
| 5. Thaddues Gorrell | Thaddeus Gorrell | Thaddeus Garrell | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

#### Group 2

- |             |         |         |                       |                       |                       |                       |
|-------------|---------|---------|-----------------------|-----------------------|-----------------------|-----------------------|
|             |         |         | A                     | B                     | C                     | D                     |
| 6. 2441071  | 2441071 | 2441071 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|             |         |         |                       |                       |                       |                       |
|             |         |         | A                     | B                     | C                     | D                     |
| 7. 8146653  | 8146536 | 8146536 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|             |         |         |                       |                       |                       |                       |
|             |         |         | A                     | B                     | C                     | D                     |
| 8. 4912285  | 4912885 | 4912258 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|             |         |         |                       |                       |                       |                       |
|             |         |         | A                     | B                     | C                     | D                     |
| 9. 5772096  | 5770296 | 5772096 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|             |         |         |                       |                       |                       |                       |
|             |         |         | A                     | B                     | C                     | D                     |
| 10. 9231619 | 9231619 | 9231916 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



**11.** Match each of the names in column A to Column B. Then answer the question.

Column A	Column B
(1) Evelyn Weatherbee (2) Cordale N. Wheadon (3) Evalyn Weatherbe (4) H. Irwin Hollander (5) Cordele M. Wheadon	a. H. Irwin Hollander b. Cordele M. Wheadon c. Cordale M. Wheadon d. Evelyn Weathers e. Evalyn Weatherbe f. No match

Which of the following shows the correct match?

A B C D  
☐ ☐ ☐ ☐

- A (1) - b, (2) - f, (3) - e, (4) - a, (5) - b  
 B (1) - f, (2) - f, (3) - e, (4) - a, (5) - b  
 C (1) - f, (2) - c, (3) - e, (4) - a, (5) - d  
 D (1) - f, (2) - c, (3) - e, (4) - a, (5) - b

**12.** Match each of the numbers in column A to Column B. Then answer the question.

Column A	Column B
(1) 67040897 (2) 67040798 (3) 55682643 (4) 55682634 (5) 55862634	a. 55682634 b. 55862634 c. 67040799 d. 55862634 e. 55682643 f. No match

Which of the following shows the correct match?

A B C D  
☐ ☐ ☐ ☐

- A (1) - b, (2) - f, (3) - e, (4) - a, (5) - b  
 B (1) - f, (2) - f, (3) - e, (4) - a, (5) - b  
 C (1) - f, (2) - c, (3) - e, (4) - a, (5) - d  
 D (1) - f, (2) - c, (3) - e, (4) - a, (5) - b

Answer question 13 based on the following information.

As questionnaires are returned to the local census office, they must be sorted by a 5-digit number shown on them. Questionnaires will be sorted into groups of 100 as follows:

00001 - 00099 into box XX0XX  
00100 - 00199 into box XX1XX  
00200 - 00299 into box XX2XX

- 13.** Which of the four questionnaires whose numbers are listed below would **NOT** be sorted into the box labeled-Box XX3XX?

A B C D  
☐ ☐ ☐ ☐

A 00375  
B 00500  
C 00396  
D 00300

**Sample Exercises: PUTTING ITEMS IN ORDER**

- 14.** Which series of numbers is in ascending numerical order?

A B C D  
☐ ☐ ☐ ☐

A. 963, 693, 556, 343, 135  
B. .1, .10, .100, .1000, .10000  
C. 1000, 1110, 1010, 11420, 1490  
D. 80, 81, 87, 808, 880

- 15.** Alphabetize the following states. Choose the answer that shows the correct order.

A B C D  
☐ ☐ ☐ ☐

(1) Maine  
(2) Missouri  
(3) Michigan  
(4) Mississippi  
(5) Massachusetts

A. (1) - (5) - (3) - (4) - (2)  
B. (5) - (4) - (3) - (2) - (1)  
C. (2) - (4) - (3) - (5) - (1)  
D. None of the above

- 16.** Which set of numbers is **NOT** in descending numerical order?

A B C D  
☐ ☐ ☐ ☐

A. 62494, 62476, 62467, 62449, 62431  
B. 57382, 57267, 57276, 57189, 57090  
C. 81897, 81693, 81542, 81511, 81349  
D. 14315, 14309, 14308, 14303, 14301

### Sample Exercises: CODING

Below is an example from a Census questionnaire. The letter and number codes mean the following:

E1–E8: elementary grades 1 through 8

H1–H4: high school grades 9 through 12

C1–C4: freshman through senior years of college

C5+: graduate school

Highest grade or year of regular school attended: <i>Enter Code 23a.</i>	EDUCATION CODES FOR 23a
	Never attended . . . . . 0
	Kindergarten . . . . . K
	Elementary . . . . . E1–E8
	High School . . . . . H1–H4
	College (academic) . . . . . C1–C4, C5+

**Refer to the information above to answer the following question.**

- 17.** What code should you enter in 23a if Mr. Jones told you that he completed the 11th grade?

A B C D  
☐ ☐ ☐ ☐

- A. 11  
B. Junior  
C. H3  
D. H11

Refer to the following instructions to answer the question below.

Coding requires a person to completely fill in a circle or number.  
For example, the number 638 would be coded as:

6	3	8
1	1	1
2	2	2
3	●	3
4	4	4
5	5	5
●	6	6
7	7	7
8	8	●
9	9	9

**Notice that the 6, 3, and 8 are completely shaded.**

Respondent characteristics such as race, sex, and marital status are asked on the census form using some of the following categories:

Race

1=American Indian/Native American

2=White

3=Black

Sex

1=Female

2=Male

Marital Status

1=Single

2=Married

3=Widowed

- 18.** Which of the following identifies an American Indian widow who recently remarried?

A B C D  
○ ○ ○ ○

**A.**

Sex	Race	Marital Status
●	1	●
2	●	2
	3	3

**B.**

Sex	Race	Marital Status
●	1	1
2	2	2
	●	●

**C.**

Sex	Race	Marital Status
1	1	●
●	●	2
	3	3

**D.**

Sex	Race	Marital Status
●	●	1
2	2	●
	3	3

## Answers and Explanations: Clerical Skills

1. **D** The first initial **M** is the only thing the three names all have in common. The middle initial is different between the first and second names and the last name is spelled differently from the first name.
2. **A** The first and last names are the same for all three names.
3. **D** The first name is spelled differently for the first and second names. The middle initial for the third name is different from the first and second names.
4. **B** The first two names are exactly alike, but the third is different.
5. **D** Thaddeus is spelled differently in the first name from the way it is spelled in the second and third names. Gorrell is spelled the same in the first and second names, but spelled differently in the third name. Therefore, the answer is **D**, all three names are different.
6. **A** All three numbers are the same.
7. **B** The second and third numbers are exactly alike, but the first is different.
8. **D** The first number is different from the second and third numbers. The second and third numbers are different from each other.
9. **C** The second number is different from the first and third numbers.
10. **B** The third number is different from the first and second numbers.
11. **B** There is no match for Cordale N. Wheadon nor for Evelyn Weatherbee.
12. **B** There is no match for 67040897 nor for 67040798.
13. **B** The form 00500 would not go in box XX3XX. 00500 would go in Box XX5XX.
14. **D** Ascending numerical order means from the smallest number to the largest number. Answer **A** goes from the largest number to the smallest number. The numbers in B are all the same. In answer **C**, 1110 is bigger than 1010. Thus, **D** is the correct answer.
15. **A** The correct order is Maine, Massachusetts, Michigan, Mississippi, and Missouri.
16. **B** Descending numerical order means from the largest number to the smallest number. Answer A, C, and D all go from largest to smallest. In answer B you start with 57382, then go down to 57267 and then go back up to 57276, which is **not** in descending order.
17. **C** The explanation of the codes is shown before the table. According to the explanation, H1 represents grade 9, H2 - grade 10, H3 - grade 11, H4 - grade 12.
18. **D** Sex is female, race is Native American, marital status is married.

## PART 2: READING SKILLS

This section of the FESAT-G tests general reading skills. It assesses vocabulary and reading comprehension. The vocabulary questions include words you might encounter on the job during training or in manuals. You are asked to determine the meaning of highlighted words in the context of the sentence in which they are used. The reading comprehension questions ask you to read a passage and interpret what you've read.

### Sample Exercises: VOCABULARY:

Choose the answer which **best** describes the meaning of the word in bold letters.

1. Plans were made to **abolish** the no smoking rule for jobs involving no direct contact with the public. A B C D  
☐ ☐ ☐ ☐  
A. annul B. disapprove C. isolate D. support
2. Each state **comprises** a number of local census offices. A B C D  
☐ ☐ ☐ ☐  
A. adjoins B. compresses C. connects D. contains
3. The panel members finally reached **consensus** on the appropriate action to take. A B C D  
☐ ☐ ☐ ☐  
A. abridgement B. acceptance C. agreement D. a verdict
4. It is **imperative** that we achieve the hiring goals we've set. A B C D  
☐ ☐ ☐ ☐  
A. foreseeable B. incidental C. unexpected D. urgent
5. At times, **incentives** are necessary to motivate employees that are given difficult assignments. A B C D  
☐ ☐ ☐ ☐  
A. encouragement B. inspiration C. managers D. rewards
6. **Metropolitan** regions will need more enumerators than rural areas. A B C D  
☐ ☐ ☐ ☐  
A. industrial B. inhabited C. suburban D. urban
7. Maintain a pleasant, but businesslike **demeanor** when dealing with the public. A B C D  
☐ ☐ ☐ ☐  
A. conformity B. deposition C. interaction D. manner
8. Try to persuade reluctant **occupants** of a housing unit to cooperate. A B C D  
☐ ☐ ☐ ☐  
A. homeowners B. renters C. residents D. workers
9. All entries must be **legible** and precise. A B C D  
☐ ☐ ☐ ☐  
A. accurate B. alterable C. printed D. readable

10. Do not **permit** anyone but Census employees to see the forms. A B C D  
 A. allow B. encourage C. forbid D. require ☐ ☐ ☐ ☐
11. If respondents provide **sufficient** information, the quality of the data obtained is enhanced. A B C D  
 A. enough B. lengthy C. numerous D. precise ☐ ☐ ☐ ☐
12. Census workers should never **disclose** any information collected from respondents. A B C D  
 A. conceal B. discern C. hear D. reveal ☐ ☐ ☐ ☐
13. The Census must count people living in hospitals and **penitentiaries**. A B C D  
 A. dormitories B. institutions C. prisons D. rooming houses ☐ ☐ ☐ ☐
14. People should report their **exact** date of birth. A B C D  
 A. typical B. precise C. relative D. approximate ☐ ☐ ☐ ☐

**Sample Exercises: READING COMPREHENSION**

Questions 15 through 17 refer to the following statements.

Include only the following persons in each housing unit:

- a. Members of the household living at home.
- b. Members of the household temporarily absent, on vacation, visiting, or on business.
- c. Newborn babies, born on or before April 1, who have not yet left the hospital.
- d. Boarders or lodgers who regularly sleep in the housing unit.

Following these rules, should you include (count) each of the people below in the housing unit? Mark "A" or "B" on the answer sheet for each question.

15. A cousin staying only for overnight A B  
 A. Yes, should include ☐ ☐  
 B. No, should not include
16. A husband away for a two-week business trip A B  
 A. Yes, should include ☐ ☐  
 B. No, should not include
17. A baby born after April 1, still in the hospital A B  
 A. Yes, should include ☐ ☐  
 B. No, should not include



For questions 18 and 19 read the paragraphs carefully and then decide on the one best answer for each question based on the information given in the paragraph.

- 18.** In single-unit structures, if the occupants do not know the exact year the house was built, there are several ways of estimating when the unit was built. If the occupants have lived in the house for some time, ask how old the building was when they moved in. If the respondent doesn't know, you may ask someone who has lived in the neighborhood a long time. Notice that for old structures you need only to know whether they were built before 1940.

The statement best supported by this paragraph is –

A B C D

**A.** The year built must be estimated for many single unit structures.

☐ ☐ ☐ ☐

**B.** For structures built before 1940, only the decade is necessary.

**C.** If the respondent doesn't know the year built, leave the question blank.

**D.** A good estimate of the year built may be obtained from a longtime neighbor if the occupant cannot provide it.

- 19.** In 1990, the Census Bureau did not mail questionnaires to residents of hotels, motels, missions, rooming houses, prisons, hospitals, institutions, etc. These "special places" were enumerated by another group of workers. Regular enumerators are not responsible for making follow-up visits at special places.

Special places are –

A B C D

**A.** single unit homes

☐ ☐ ☐ ☐

**B.** followed-up by regular enumerators

**C.** not enumerated in the Census

**D.** None of the above

## Answers and Explanations: Reading Skills

1. **A** Abolish means to put to an end - *annul*.
2. **D** Comprise means to consist of, include - *contain*.
3. **C** Consensus means to consent collectively - *agreement*.
4. **D** Imperative conveys a sense of pressing importance - *urgent*.
5. **D** Incentives means extra motivation - *rewards*.
6. **D** Metropolitan refers to a major city or a densely populated area - *urban*.
7. **D** Demeanor is the way in which one conducts oneself - *manner*.
8. **C** Occupants are people who reside in a place or position - *residents*.
9. **D** Legible means capable of being read - *readable*.
10. **A** Permit means to give permission, to authorize - *allow*.
11. **A** Sufficient means meets present needs or requirements - *enough*.
12. **D** Disclose means to make known, expose to view - *reveal*.
13. **C** Penitentiaries are prisons - *prisons*.
14. **B** Exact means definite, accurate - *precise*.
15. **B** A cousin spending the night is not a member of the household and therefore should not be included.
16. **A** A husband away for a two-week business trip satisfies rule b and therefore is included.
17. **B** We are only counting the current population as of Census Day, April 1. A baby born after Census Day would not be counted in the census.
18. **D** According to the paragraph, if occupants do not know the year their house was built, the census taker should try his/her best to obtain an estimate. It doesn't say that an estimate must be obtained, as option A suggests, nor does it state that the decade is needed for a housing unit built before 1940 as implied in option B. The paragraph does not give the option of leaving the question blank as stated in Option C. Thus, the answer is option D.
19. **D** Options A, B, and C are not supported by the information in the paragraph.

### PART 3: NUMBER SKILLS

The number skills section of the FESAT-G asks questions which assess applicants' ability to do simple addition, subtraction, multiplication and division using whole numbers and decimals. Do any figuring that you have to do in the work space.

#### Sample Exercises: **ARITHMETIC**

**Instruction:** For each question choose the correct answer from the given choices.

Perform the Arithmetic Operation	Work space
<p>1. Subtract: <math>2002 - 88</math>                      A   B   C   D</p> <p>A. 2100                      C. 1914                      <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>B. 1904                      D. 2096</p>	
<p>2. Multiply: <math>36 \times 49</math>                      A   B   C   D</p> <p>A. 1254                      C. 1764                      <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>B. 1754                      D. None of the above</p>	
<p>3. Add: <math>10.6 + 1.05 + 360.0</math>                      A   B   C   D</p> <p>A. 371.65                      C. 372.10                      <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>B. 371.11                      D. None of the above</p>	
<p>4. Divide: <math>672 / 168</math>                      A   B   C   D</p> <p>A. 4                      C. 0.25                      <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>B. 25                      D. 0.4</p>	
<p>5. Add: <math>503 + 247</math>                      A   B   C   D</p> <p>A. 760                      C. 800                      <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>B. 750                      D. None of the above</p>	

#### Sample Exercises: **SOLVING WORD PROBLEMS**

Solve the problem	Work space
<p>6. Mrs. Jones cannot remember the year of her birth but she knows she was born in the month of April. If it is now May 2000, and Mrs. Jones tells you she is 78 years old, in what year was she born?</p> <p>A. 1902                      C. 1911</p> <p>B. 1933                      D. 1922</p>	

**Sample Exercises: SOLVING WORD PROBLEMS – Continued****Instruction:** For each question choose the correct answer from the given choices.

Solve the problem	Work space
<p><b>7.</b> A national census is taken every 10 years. The first Census was taken in 1790. The lighthouse on Jones Point was built 3 years after the tenth Census. In what year was the lighthouse built?</p> <p><b>A.</b> 1893      <b>C.</b> 1793 <b>B.</b> 1813      <b>D.</b> 1883</p> <p><b>8.</b> 800 people were supposed to come to work but <math>2\frac{1}{2}</math> percent did not show up. How many people did not show up?</p> <p><b>A.</b> 780      <b>C.</b> 20 <b>B.</b> 600      <b>D.</b> 200</p> <p><b>To answer problems 9 and 10, use the following information.</b></p> <p>To change weekly rent to monthly rent, you must multiply the weekly figure by 4.</p> <p>To change yearly rent to monthly rent, you must divide the yearly figure by 12.</p> <p><b>9.</b> Mrs. James reports her weekly rent as \$103. What is her monthly rent?</p> <p><b>A.</b> \$496      <b>C.</b> \$440 <b>B.</b> \$412      <b>D.</b> \$432</p> <p><b>10.</b> Mr. Black reports his yearly rent as \$5,280. What is his monthly rent?</p> <p><b>A.</b> \$396      <b>C.</b> \$440 <b>B.</b> \$443      <b>D.</b> \$432</p>	

# Sample Exercises: SOLVING WORD PROBLEMS – Continued

**Instruction:** For each question choose the correct answer from the given choices.

Solve the problem	Work space
<p><b>11.</b> Mr. Adams earns \$420 on his part time job when he works a 6-day week. One day he was absent and his pay for that day was deducted from his week's pay. How much did he earn for that week?</p> <p><b>A.</b> \$60      <b>C.</b> \$350  <b>B.</b> \$70      <b>D.</b> \$360</p> <p><b>12.</b> During one week, an enumerator claimed the following mileage charges: 39, 51, 48, 42, 44, 46 and 45. What was the total mileage claimed for the week?</p> <p><b>A.</b> 343      <b>C.</b> 316  <b>B.</b> 315      <b>D.</b> 351</p> <p><b>13.</b> Ann earned \$6.75/hr. Sue earned \$7.25/hr. Both worked for 100 hrs. How much more did Sue earn than Ann?</p> <p><b>A.</b> \$0.50      <b>C.</b> \$ 50.00  <b>B.</b> \$5.00      <b>D.</b> \$500.00</p> <p><b>14.</b> Add: <math>307+512+713</math></p> <p><b>A.</b> 1543      <b>C.</b> 1532  <b>B.</b> 1315      <b>D.</b> 1513</p> <p><b>15.</b> Subtract: <math>43.5-2.84</math></p> <p><b>A.</b> 40.66      <b>C.</b> 45.89  <b>B.</b> 45.84      <b>D.</b> None of the above</p> <p><b>16.</b> Multiply: <math>4.3 \times 3.5</math></p> <p><b>A.</b> 15.05      <b>C.</b> 150.5  <b>B.</b> 1.505      <b>D.</b> 1505</p> <p><b>17.</b> Multiply: <math>52 \times 2.3</math></p> <p><b>A.</b> 119.6      <b>C.</b> 119  <b>B.</b> 11.96      <b>D.</b> None of the above</p>	

**Answers and explanations: Number Skills**

1. **C** In subtraction you sometimes have to "borrow" if the number you are taking away is larger than the number you started with. Since "8" is bigger than "2", you must borrow.

$$\begin{array}{r} 2002 \\ - 88 \\ \hline \end{array} \rightarrow \begin{array}{r} 1 \phantom{0} 2 \phantom{0} 0 0 2 \\ - \phantom{1} 88 \\ \hline \end{array} \rightarrow \begin{array}{r} 1^9 10^1 0^1 0^2 \\ - \phantom{1} 8 \phantom{0} 8 \\ \hline \end{array} \rightarrow \begin{array}{r} 19^9 10^1 2 \\ - \phantom{1} 8 \phantom{0} 8 \\ \hline 19 \phantom{0} 1 \phantom{0} 4 \end{array}$$

2. **C**

$$\begin{array}{r} \phantom{0} 36 \\ \times 49 \\ \hline 324 \quad (9 \times 36 = 324) \\ 144 \phantom{0} \quad (4 \times 36 = 144) \\ \hline 1764 \end{array}$$

3. **A** When adding decimals, you must line up decimal places and then add.

$$\begin{array}{r} 10.6 \\ 1.05 \\ +360.0 \\ \hline 371.65 \end{array}$$

4. **A**

$$\begin{array}{r} \phantom{0} 4 \\ 168 \overline{) 762} \\ \underline{-762} \\ 0 \end{array}$$

5. **B**

$$\begin{array}{r} \phantom{0} 503 \\ +247 \\ \hline 750 \end{array}$$

6. **D** Mrs. Jones birthday for the year of 2000 has passed. Therefore, you subtract 78 from 2000. The result is 1922.
7. **D** The tenth Census, counting from 1790, would be 1880. Three years after the tenth census would be 1883.
8. **C**  $800 \times (2\frac{1}{2}\%) = 800 \times 2.5\% = 800 \times .025 = 20$
9. **B** Multiply \$103 times 4.

$$\begin{array}{r} \phantom{0} 103 \\ \times 4 \\ \hline 412 \end{array}$$

**Answers and explanations:** Number Skills – Continued

- 10. C**
- Divide \$5280 by 12.

$$\begin{array}{r}
 440 \\
 12 \overline{) 5280} \\
 \underline{-48} \phantom{00} \\
 48 \phantom{00} \\
 \underline{-48} \phantom{00} \\
 00 \phantom{00} \\
 \underline{-00} \\
 0
 \end{array}$$

- 11. C**
- Divide 420 by 6, then subtract the result (70) from 420.

$$\begin{array}{r}
 70 \\
 6 \overline{) 420} \\
 \underline{-42} \phantom{00} \\
 00 \phantom{00} \\
 \underline{-00} \\
 0
 \end{array}
 \quad
 \begin{array}{r}
 420 \\
 \underline{-70}
 \end{array}
 \rightarrow
 \begin{array}{r}
 \phantom{0}^3 4 \phantom{0}^1 20 \\
 \underline{-70} \\
 350
 \end{array}$$

- 12. B**
- You can add all the numbers at once or add two numbers at a time.

$$\begin{array}{r}
 39 \\
 +51 \\
 \hline
 90 \\
 +48 \\
 \hline
 138 \\
 +42 \\
 \hline
 180 \\
 +44 \\
 \hline
 224 \\
 +46 \\
 \hline
 270 \\
 +45 \\
 \hline
 315
 \end{array}$$

- 13. C**
- Sue earned \$.50 more per hour than Ann. If they both worked 100 hours, Sue earned \$50.00 more per hour (.50 x 100) than Ann.

$$\begin{array}{r}
 \phantom{0}^1 307 \\
 512 \\
 +713 \\
 \hline
 1532
 \end{array}$$



**Answers and explanations:** Number Skills – Continued

**15. A** 
$$\begin{array}{r} 43.50 \\ - 2.84 \\ \hline 40.66 \end{array}$$

- 16. A** When multiplying with decimals you need to multiply, ignoring the decimal point and then count the number of decimal points and use that in your answer. 4.3 has one decimal place, 3.5 has one decimal place, so your answer will have two decimal places.

$$\begin{array}{r} \phantom{1}^1 \\ 4.3 \\ \times 3.5 \\ \hline 215 \quad (5 \times 43 = 215) \\ 129 \quad (3 \times 43 = 129) \\ \hline 15.05 \end{array}$$

- 17. A** 52 has no decimal place, 2.3 has one decimal place, so your answer will have one decimal place.

$$\begin{array}{r} \phantom{1}^1 \\ 52 \\ \times 2.3 \\ \hline 156 \quad (3 \times 52 = 156) \\ 104 \quad (2 \times 52 = 104) \\ \hline 119.6 \end{array}$$

## PART 4: INTERPRETING INFORMATION/EVALUATING ALTERNATIVES

This section of the FESAT-G is designed to determine your ability to analyze and evaluate information and then draw appropriate conclusions. It also contains questions which measure your ability to know where you are on a map and how to go from one spot to another using a map. Read each question in this section very carefully before answering.

### Sample Exercises: *INTERPRETING INFORMATION*

**Instructions:** A table of contents like the following might appear in a manual prepared for a census job. Refer to this table when answering questions 1 and 2. Select the chapter and section most likely to contain the information posed by these questions.

#### TABLE OF CONTENTS

##### CHAPTER 1: Your Job and Benefits

- a. Introduction
- b. Overview of the Census Bureau
- c. Job Requirements
- d. Salary
- e. Reimbursements and Overtime
- f. Leave and Attendance

##### CHAPTER 2: You and the Public

- a. Identification Card
- b. Confidentiality
- c. False Statements and Information
- d. Public Relations
- e. Political Activity
- f. Outside Activities and Conflict of Interest

##### CHAPTER 3: You and The Census Survey

- a. Objectives of the Census Survey
- b. Interviewing Procedures
- c. Sensitive Questions
- d. Precision in Data Collection

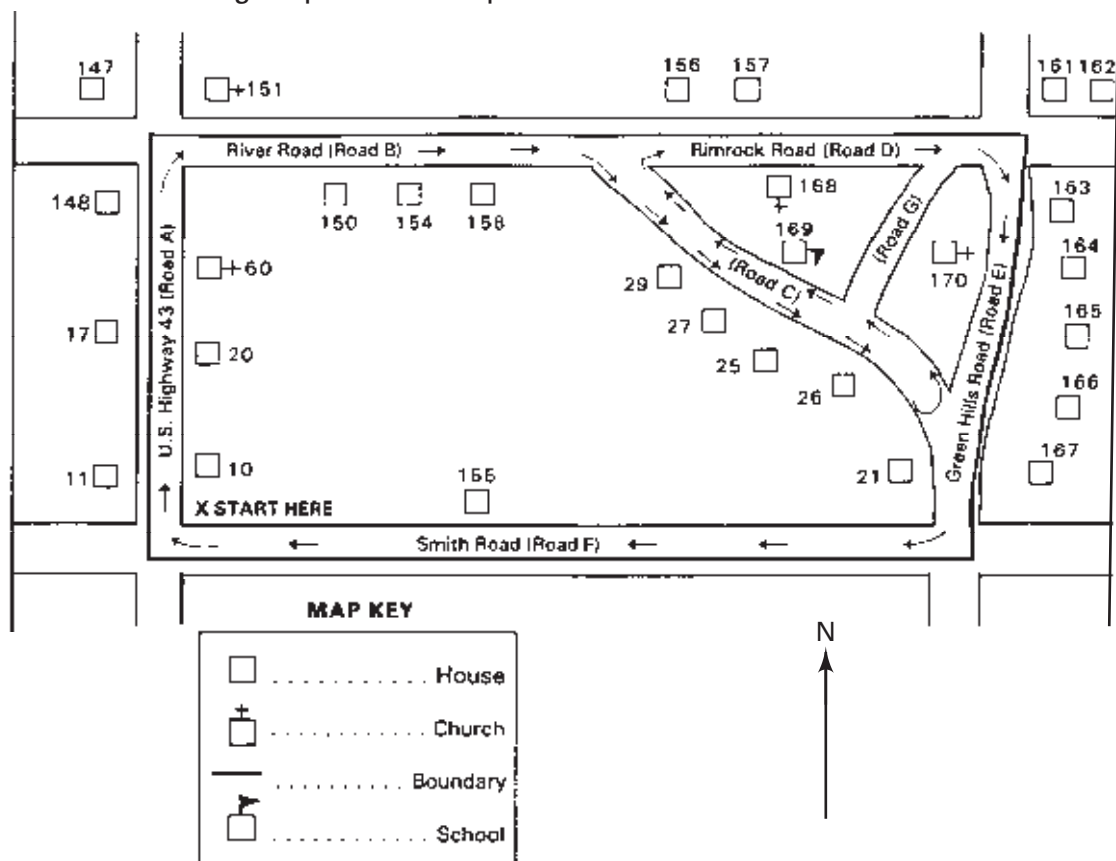
1. Where is the best place to look for information about the organization where you work? A B C D  
☐ ☐ ☐ ☐
- A.** Chapter 1, section a                      **C.** Chapter 3, section a  
**B.** Chapter 1, section b                      **D.** None of the above
2. If you needed information on appropriate places to distribute Census brochures and flyers, where is the best place to look? A B C D  
☐ ☐ ☐ ☐
- A.** Chapter 1, section b                      **C.** Chapter 2, section f  
**B.** Chapter 2, section d                      **D.** Chapter 3, section d
3. At the Census Bureau, the phrase "usual place of residence" is the place a person resides most of the year. Susan Jones lives in a house in Philadelphia five months of the year and lives in a hotel in Miami the remaining months. Which city is her "usual place of residence"? A B C D  
☐ ☐ ☐ ☐
- A.** Philadelphia                                  **C.** Both Philadelphia and Miami  
**B.** Miami    **D.** Cannot be determined

**Aswers and Explanations:** Interpreting Information/Evaluating Alternatives

- 1. B** The instructions state that the table of contents was taken from a manual prepared for census jobs. The best place to look for information about the organization where you work is under Chapter 1 (*Your Job . . .*) and section b (*Overview of Census Bureau*).
- 2. B** The best place to find information on appropriate places to distribute Census brochures and flyers is Chapter 2 (*You and the Public*) and section d (*Public Relations*).
- 3. B** Susan Jones lives in a hotel in Miami for seven months of the year. According to the definition given, this is her usual place of residence.
- 4. A** In order to answer this question correctly, you need to know where north, east, south and west are located on the map. The direction of north is given next to the map key. South is opposite, north. These two directions are vertical (up and down). East is to the right side of north and west is opposite east. These directions are horizontal (across). The other compass directions are angular. For example, northeast is any direction that lies between north and east. The arrows in the example given would be pointing up, yet leaning to the right.
- 5. D** The map key shows where the boundaries lie, i.e., within the bold lined area. Response options A and B can be eliminated because Green Hills Road has one living quarters (**#21**) on it. Option C can also be eliminated because Road C has four living quarters (**#29, #27, #25, & #26**) on it. Road G and Rimrock Road have no living quarters within the boundaries outlined.
- 6. B** There are three churches; one is on Road A, one is on Road C and one is between Roads G and E.
- 7. A** Earnings and income would be determined from card 3.
- 8. C** A mobile home is not one of the living quarters described in the table, therefore the correct category to check would be choice 5 (*Not specified above-Describe*).
- 9. C** The criteria for attending classroom training are completing a review test and **the self-study**. The instructions state that the self-study has 17 lessons.
- 10. C**  $5 \times 17 = 85$
- 11. D** The next to the last sentence in the self-study instructions supports response option D. *If the interviewers do not understand* **part** of the lesson, they should review that **part** before starting the next lesson.

## Sample Exercises: *MAP READING*

Refer to the following map to answer questions 4 to 6.



4. The directions of travel as indicated by the arrows on the roads are:
- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
|  | A                     | B                     | C                     | D                     |
|  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
- A. Road A NORTH; Road B EAST; Road C SOUTHEAST and NORTHWEST; Road D EAST; Road E SOUTH; and Road F WEST.
- B. Road A NORTH; Road B EAST; Road C SOUTHWEST and NORTHEAST; Road D WEST; Road E SOUTH; and Road F EAST.
- C. Road A NORTH; Road B WEST; Road C SOUTHWEST and NORTHEAST; Road D WEST; Road E SOUTH; and Road F EAST.
- D. Road A NORTH; Road B EAST; Road C SOUTHEAST and NORTHEAST; Road D EAST; and Road F WEST.
5. Which roads within the boundaries outlined on the above map have no living quarters?
- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
|  | A                     | B                     | C                     | D                     |
|  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
- A. Road G and Green Hills Road
- B. Smith Road and Green Hills Road
- C. Road C and Rimrock Road
- D. Road G and Rimrock Road
6. How many churches are listed if you travel the route indicated by the arrows on the road?
- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
|  | A                     | B                     | C                     | D                     |
|  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
- A. 4
- B. 3
- C. 2
- D. 1

## Sample Exercises: *EVALUATING ALTERNATIVES*

7. Census enumerators are instructed to show respondents five different cards when needed to help them answer certain questions. The five cards are:

Card 1 - A 2-year calendar

Card 2 - Race Categories

Card 3 - Types of Income

Card 4 - Types of Employer

Card 5 - Common Questions About the Census

Refer to the card(s) above to answer the question below.

Which card(s) should the enumerator use to obtain information on the total amount of earnings made by the respondent?

A B C D  
☐ ☐ ☐ ☐

- A.** Card 3            **C.** Cards 3 and 4  
**B.** Card 4            **D.** Cards 3 and 5

Refer to the type of living quarters chart below to answer questions that follows.

Type of Living Quarters	
1	<input type="radio"/> House, apartment, flat
2	<input type="radio"/> Nontransient hotel, motel, etc.
3	<input type="radio"/> Transient hotel, motel, etc.
4	<input type="radio"/> Rooming house
5	<input type="radio"/> Not specified above – <i>Describe</i>

8. A respondent tells you he or she lives in a mobile home. Which category should you check on the questionnaire?

A B C D  
☐ ☐ ☐ ☐

- A.** 1                    **C.** 5  
**B.** 3                    **D.** Cannot be completed

Read the following self-study instructions and then answer questions 9 and 10.

HOW TO COMPLETE THIS SELF-STUDY
You must complete this self-study and the review test before you come to classroom training. You are allowed up to 7 hours to complete the self-study. The self-study has 17 lessons. Each lesson consists of 5 numbered paragraphs, called frames, and at the end of most lessons there is a short test.

9. The criteria for attending classroom training are completing a review test and

A B C D  
☐ ☐ ☐ ☐

- A.** 7 hours of self-study.  
**B.** 5 paragraphs of self-study.  
**C.** 17 self-study lessons.  
**D.** None of the above.

**Sample Exercises: EVALUATING ALTERNATIVES – Continued**

- 10.** If the trainee completes the entire self study, how many numbered paragraphs will have been read?

A B C D  
☐ ☐ ☐ ☐

- A.** 17  
**B.** 5  
**C.** 85  
**D.** 22

**Read the following self-study instructions and then answer question 11 below.**

Enumerators are often trained with the help of a self-study. A self-study is a booklet that the enumerator reads and completes at home. The self-study booklet is made up of a number of lessons. These lessons contain instructions and explanations of census procedures and concepts. After reading each lesson the enumerators complete a review exercise to test how well they understood the material in that lesson. If the enumerators do not understand part of the lesson, they should review that part before starting the next lesson. Enumerators are paid for the time spent to complete the self-study up to a specified number of hours.

- 11.** You are given a self-study to complete that has 5 lessons. After successfully completing the first three lessons, you read lesson 4 and complete the 10 question review exercise for lesson 4. If you answered 6 of the 10 questions incorrectly you should:

A B C D  
☐ ☐ ☐ ☐

- A.** repeat the review exercises for lesson 4 before starting lesson 5.  
**B.** review all of lesson 4 again and repeat the review exercises.  
**C.** start over again with lesson 1 reading very carefully all lessons.  
**D.** review those parts of lesson 4 that you answered incorrectly before starting lesson 5.

## PART 5: ORGANIZATIONAL SKILLS

This section of the FESAT-G requires test takers to apply organizational and problem solving skills. To answer questions, test takers must use sound reasoning to arrive at conclusions and distinguish between relevant and irrelevant information to make decisions. Some of these questions ask you to look at an example before answering the question. Read each question carefully, look at the example, and mark the one correct answer to each question.

### Sample Exercises: **ORGANIZATIONAL SKILLS**

Refer to the example below in order to answer questions 1 and 2.

Col. 4 Name of head of household	Col. 5 Type of form
John Hall	4
Henry Green	1
Sam Smith	2
Paul Brown	
Sue Miller	

This is an example from a Census listing book. It shows the name of the head of the household in column 4 and the type of form he/she gets in column 5.

The numbers 1, 2, 3, and 4 are assigned in numerical order down the page in column 5.

A person with a 1, 2, or 3 next to his/her name gets a short form. A person with a 4 next to his/her name gets a long form.

- The number in column 5 next to Paul Brown's name should be: A B C D  
A. 1 B. 2 C. 3 D. 4 ☐ ☐ ☐ ☐
- What kind of form should Sue Miller's household get? A B C D  
A. A short form C. A census form ☐ ☐ ☐ ☐  
B. A long form D. No form
- Below is a sample question from a sample Census questionnaire.

**25a. Has respondent ever served in the Army, Navy, or other Armed Forces of the United States?**

☐ Yes ☐ No

**b. Was it during: (Fill one circle for each period)**

	Yes	No
<b>Vietnam Era (Aug 1964 to May 1975)</b> .....	<input type="radio"/>	<input type="radio"/>
<b>Korean War (June 1950 to Jan 1955)</b> .....	<input type="radio"/>	<input type="radio"/>
<b>World War II (Sept 1940 to July 1947)</b> .....	<input type="radio"/>	<input type="radio"/>
<b>World War I (April 1917 to Nov 1918)</b> .....	<input type="radio"/>	<input type="radio"/>
<b>Any other time</b> .....	<input type="radio"/>	<input type="radio"/>

Who should answer part **b** of the question?

- A B C D  
☐ ☐ ☐ ☐
- A. Everyone, regardless of age  
B. All men who were ever in military service  
C. All men aged 25 and over  
D. All persons regardless of age who answered yes to 25a



**PART 5: ORGANIZATIONAL SKILLS – Continued**

Below is a sample question from a sample Census questionnaire. The person's answer has been indicated by a black mark. Refer to this segment of the questionnaire to answer questions 4 and 5.

**20. When was this person born?**

- ☐ Born before April 1953 *(Continue with questions 21 through 35)*
- ☒ Born April 1953 or later *(Omit questions 21 through 35 and go on to the next page for the next person)*

- 4.** According to the instructions given in the questionnaire example above, the next question that this person should answer is:

A B C D  
☐ ☐ ☐ ☐

- A.** 210  
**B.** 22  
**C.** 35  
**D.** None of the above

- 5.** If the first answer to the questionnaire example above had been marked, the next question for this person would be:

A B C D  
☐ ☐ ☐ ☐

- A.** 21  
**B.** 22  
**C.** 35  
**D.** None of the above

## PART 5: ORGANIZATIONAL SKILLS – Continued

Below are questions from a sample Census questionnaire. The respondent's answers have been indicated by a black mark. Refer to the questionnaire to answer questions 6 and 7.

<p><b>24a. When did . . . last work for pay at a regular job or business, either full- or part-time?</b></p> <p>Within past 12 months . . . . . <input type="radio"/></p> <p>1 up to 2 years ago . . . . . <input type="radio"/></p> <p>2 up to 3 years ago . . . . . <input type="radio"/></p> <p>3 up to 4 years ago . . . . . <input checked="" type="radio"/></p> <p>4 up to 5 years ago . . . . . <input type="radio"/></p> <p>5 or more years ago . . . . . <input type="radio"/> (Skip to 24c)</p> <p>Never worked . . . . . <input type="radio"/> ( " )</p>
<p><b>24b. Why did . . . leave that job?</b></p> <p>Personal, family (incl. pregnancy) or school . . . <input type="radio"/></p> <p>Health . . . . . <input type="radio"/></p> <p>Retirement or old age . . . . . <input type="radio"/></p> <p>Seasonal job completed . . . . . <input checked="" type="radio"/></p> <p>Slack work or business conditions . . . . . <input type="radio"/></p> <p>Temporary nonseasonal job completed . . . . <input type="radio"/></p> <p>Unsatisfactory work arrangements (hrs, pay,) <input type="radio"/></p>
<p><b>24c. Does . . . want a regular job now, either full-time or part-time?</b></p> <p>Yes . . . . . <input type="radio"/> (Go to 24d)</p> <p>Maybe - it depends (Specify in notes) . . . . <input type="radio"/> ( " )</p> <p>No . . . . . <input checked="" type="radio"/> (Skip to 24e)</p> <p>Don't know . . . . . <input type="radio"/> ( " )</p>
<p><b>24d. What are the reasons . . . is not looking for work?</b></p> <p>Believes <u>no work available</u> in field of work . . <input type="radio"/></p> <p><u>Couldn't find any work</u> . . . . . <input type="radio"/></p> <p><u>Lacks nec. schooling</u>, training, or exp . . . . . <input type="radio"/></p> <p>Employers think <u>too young</u> or <u>too old</u> . . . . . <input type="radio"/></p> <p>Other <u>pers. handicap</u> in finding job . . . . . <input checked="" type="radio"/></p> <p>Can't arrange <u>child care</u> . . . . . <input type="radio"/></p> <p><u>Family</u> responsibilities . . . . . <input type="radio"/></p> <p><u>In school</u> or other training . . . . . <input type="radio"/></p> <p><u>Ill health</u>, physical disability . . . . . <input type="radio"/></p> <p>Other (Specify in notes) . . . . . <input type="radio"/></p>
<p><b>24e. Does . . . intend to look for work of any kind in the next 12 months?</b></p> <p>Yes . . . . . <input checked="" type="radio"/></p> <p>It depends (Specify in notes) . . . . . <input type="radio"/></p> <p>No . . . . . <input type="radio"/></p> <p>Don't know . . . . . <input type="radio"/></p>

**PART 5: ORGANIZATIONAL SKILLS** – Continued

6. Which item should **NOT** have been marked?

- A. 24b
- B. 24c
- C. 24d
- D. 24e

A B C D  
☐ ☐ ☐ ☐

7. If the interview was conducted on May 2, 2000, when did the respondent last work for pay?

- A. Between 1996 and 1997
- B. Between 1995 and 1996
- C. Between 1997 and 1998
- D. None of the above

A B C D  
☐ ☐ ☐ ☐

8. Place the following dates in order from the earliest date to the most recent date. Choose the answer that shows the correct order.

- (1) January 18, 1984
- (2) January 26, 1984
- (3) February 20, 1993
- (4) April 29, 1940
- (5) May 1, 1939

- A. 3, 2, 1, 5, 4
- B. 5, 4, 1, 2, 3
- C. 3, 2, 1, 4, 5
- D. 3, 1, 2, 4, 5

A B C D  
☐ ☐ ☐ ☐

## **Asnwers and Explanations: Organizational Skills**

- 1. C** The numbers in column 5 are assigned in numerical order from 1 to 4. The last number issued to Sam Smith was 2. Paul Brown will be assigned to next number, 3.
- 2. B** Sue Miller's household would be assigned number 4. A person with a 4 next to her name gets along form.
- 3. D** All people regardless of age who said yes to having served in the military.
- 4. D** Note italic instructions in parentheses for marked item. The omission of questions 21 through 35 eliminates response options A through C.
- 5. A** Note italic instructions in parenthesis for unmarked item.
- 6. C** Skip pattern for marked item 24c says to go to 24e. There should be no between marked items for question 24d.
- 7. A** In 24a the respondent said he/she had last worked for pay 3 up to 4 years ago. Counting back from 2000, depending on the month that would make it between 1996 and 1997.
- 8. B** The earliest date would be May 1, 1939. Next would be April 29, 1940. Next would be January 18, 1984, January 26, 1984 and last would be February 20, 1993.

**That completes the sample exercises. You may now want to take a try at the practice test. At any point, if you feel you need more practice you should go back and redo the sample exercises, reading any explanation for answers to problems you had trouble with.**

APPLICANT NAME

Last

First

Initial

**SAMPLE EXERCISE  
ANSWER SHEET**

**PART I  
CLERICAL  
SKILLS**

1. ☐ A ☐ B ☐ C ☐ D

2. ☐ A ☐ B ☐ C ☐ D

3. ☐ A ☐ B ☐ C ☐ D

4. ☐ A ☐ B ☐ C ☐ D

5. ☐ A ☐ B ☐ C ☐ D

6. ☐ A ☐ B ☐ C ☐ D

7. ☐ A ☐ B ☐ C ☐ D

8. ☐ A ☐ B ☐ C ☐ D

9. ☐ A ☐ B ☐ C ☐ D

10. ☐ A ☐ B ☐ C ☐ D

11. ☐ A ☐ B ☐ C ☐ D

12. ☐ A ☐ B ☐ C ☐ D

13. ☐ A ☐ B ☐ C ☐ D

14. ☐ A ☐ B ☐ C ☐ D

15. ☐ A ☐ B ☐ C ☐ D

16. ☐ A ☐ B ☐ C ☐ D

17. ☐ A ☐ B ☐ C ☐ D

18. ☐ A ☐ B ☐ C ☐ D

**PART II  
READING**

1. ☐ A ☐ B ☐ C ☐ D

2. ☐ A ☐ B ☐ C ☐ D

3. ☐ A ☐ B ☐ C ☐ D

4. ☐ A ☐ B ☐ C ☐ D

5. ☐ A ☐ B ☐ C ☐ D

6. ☐ A ☐ B ☐ C ☐ D

7. ☐ A ☐ B ☐ C ☐ D

8. ☐ A ☐ B ☐ C ☐ D

9. ☐ A ☐ B ☐ C ☐ D

10. ☐ A ☐ B ☐ C ☐ D

11. ☐ A ☐ B ☐ C ☐ D

12. ☐ A ☐ B ☐ C ☐ D

13. ☐ A ☐ B ☐ C ☐ D

14. ☐ A ☐ B ☐ C ☐ D

15. ☐ A ☐ B

16. ☐ A ☐ B

17. ☐ A ☐ B

18. ☐ A ☐ B ☐ C ☐ D

19. ☐ A ☐ B ☐ C ☐ D

**PART III  
NUMBER  
SKILLS**

1. ☐ A ☐ B ☐ C ☐ D

2. ☐ A ☐ B ☐ C ☐ D

3. ☐ A ☐ B ☐ C ☐ D

4. ☐ A ☐ B ☐ C ☐ D

5. ☐ A ☐ B ☐ C ☐ D

6. ☐ A ☐ B ☐ C ☐ D

7. ☐ A ☐ B ☐ C ☐ D

8. ☐ A ☐ B ☐ C ☐ D

9. ☐ A ☐ B ☐ C ☐ D

10. ☐ A ☐ B ☐ C ☐ D

11. ☐ A ☐ B ☐ C ☐ D

12. ☐ A ☐ B ☐ C ☐ D

13. ☐ A ☐ B ☐ C ☐ D

14. ☐ A ☐ B ☐ C ☐ D

15. ☐ A ☐ B ☐ C ☐ D

16. ☐ A ☐ B ☐ C ☐ D

17. ☐ A ☐ B ☐ C ☐ D

**PART IV  
EVALUATING  
ALTERNATIVES**

1. ☐ A ☐ B ☐ C ☐ D

2. ☐ A ☐ B ☐ C ☐ D

3. ☐ A ☐ B ☐ C ☐ D

4. ☐ A ☐ B ☐ C ☐ D

5. ☐ A ☐ B ☐ C ☐ D

6. ☐ A ☐ B ☐ C ☐ D

7. ☐ A ☐ B ☐ C ☐ D

8. ☐ A ☐ B ☐ C ☐ D

9. ☐ A ☐ B ☐ C ☐ D

10. ☐ A ☐ B ☐ C ☐ D

11. ☐ A ☐ B ☐ C ☐ D

**PART V  
ORGANIZATIONAL  
SKILLS**

1. ☐ A ☐ B ☐ C ☐ D

2. ☐ A ☐ B ☐ C ☐ D

3. ☐ A ☐ B ☐ C ☐ D

4. ☐ A ☐ B ☐ C ☐ D

5. ☐ A ☐ B ☐ C ☐ D

6. ☐ A ☐ B ☐ C ☐ D

7. ☐ A ☐ B ☐ C ☐ D

8. ☐ A ☐ B ☐ C ☐ D



## SAMPLE EXERCISE ANSWER KEY

### Part 1: Clerical Skills

1. D
2. A
3. D
4. B
5. D
6. A
7. B
8. D
9. C
10. B
11. B
12. B
13. B
14. D
15. A
16. B
17. C
18. D

### Part 2: Reading Skills

1. A
2. D
3. C
4. D
5. D
6. D
7. D
8. C
9. D
10. A
11. A
12. D
13. C
14. B
15. B
16. A
17. B
18. D
19. D

### Part 3: Number Skills

1. C
2. C
3. A
4. A
5. B
6. D
7. D
8. C
9. B
10. C
11. C
12. B
13. C
14. C
15. A
16. A
17. D

### Part 4: Interpreting Information/ Evaluating Alternatives

1. B
2. B
3. B
4. A
5. D
6. B
7. A
8. C
9. C
10. C
11. D

### Part 5: Organizational Skills

1. C
2. B
3. D
4. D
5. A
6. C
7. A
8. B





## **6. PRACTICE TEST**



## PRACTICE TEST FOR FIELD EMPLOYEE POSITIONS

### GENERAL INSTRUCTIONS

This booklet contains a practice test which is designed similar to the actual test, to measure skills, abilities, and knowledge required to perform a variety of census jobs. There are several parts to this test. The parts include clerical skills, reading, number skills, evaluating alternatives, and organizational skills. This test is a multiple-choice test. This means you will have several choices from which to select an answer to each item.

In taking the practice test, please remember the following points:

- Time yourself when taking the test by setting a timer or stopwatch for 30 minutes.
- Make sure you understand all general instructions before you begin the test.

There are directions applying to specific items or groups of items throughout the test. You must be able to read and follow these directions without help from the examiner when taking the actual test.

- The multiple-choice items have 4 choices from which to make a selection. Choose the ONE BEST answer to each question.
- Try to answer every item on the test. There may be items which you find too difficult. In these, make the most careful choice that you can. Although you will not be penalized for guessing, any answer that you select should be based on careful reasoning.
- You may do any figuring in this practice booklet.
- Mark all your answers on the answer sheet provided. Answer marks should be dark and neat. Be sure to mark only one answer for each item. If you want to change an answer, erase your first answer completely.
- Most persons will probably finish the test, but you should work quickly nevertheless. Do not spend too much time on any one item.

### SAMPLE ITEMS

**Do the following sample items before timing yourself.**

**S1.** Multiply the numbers below:

$$1.5 \times 6.3$$

- A** .945
- B** 9.45
- C** 94.5
- D** 945

The correct answer is 9.45, which is answer option B. Look at the top of your answer sheet and find question number S1. There are 4 boxes next to this question number, each corresponding to the letter of an answer option. Fill the box under the letter corresponding to the correct answer B.

**Now, try sample question S2. Mark the correct answer on the answer sheet.**

**S2.** In the set of numbers below, choose the number that does not follow the pattern.

... 40, 140, 239, 340 ...

- A** 40
- B** 140
- C** 239
- D** 340

The correct answer is 239, which is answer option C. You should have filled in the boxes under letter C for question S2.

**If you have any questions, ask them NOW.**

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE READY TO SET YOUR TIMER.**

## Part I – CLERICAL SKILLS

This section is designed to test your clerical skills. Clerical skills include such things as alphabetizing, serializing, and matching.

In questions 1 and 2, file folders are labeled as shown. Alphabetize these folders for filing. Choose the answer that shows the correct order.

1. (1) FOS  
(2) AOS  
(3) OOS  
(4) FOA  
(5) DOM  
(6) OOA

- A** (2) – (5) – (1) – (4) – (6) – (3)  
**B** (2) – (5) – (4) – (1) – (3) – (6)  
**C** (2) – (5) – (4) – (1) – (6) – (3)  
**D** (2) – (4) – (1) – (5) – (6) – (3)

2. Alphabetize the following names of people by last names (family names):

- (1) Linda Jameson  
(2) James Alberts  
(3) Allan Jameson  
(4) Alfred Johnson  
(5) Lydia Moreno

- A** (2) – (1) – (3) – (4) – (5)  
**B** (3) – (4) – (2) – (1) – (5)  
**C** (2) – (3) – (1) – (4) – (5)  
**D** (4) – (3) – (2) – (1) – (5)

3. Which set of numbers is **NOT** in numerical order from the smallest to the largest number?

- A** 0095, 0101, 0011, 0111  
**B** 0063, 0120, 0200, 0210  
**C** 1096, 1099, 1118, 1181  
**D** 0106, 0160, 0601, 0610

4. Place the following dates in order, from the earliest to the latest. Choose the answer that shows the correct order.

- (1) 3/8/76  
(2) 3/9/76  
(3) 8/14/75  
(4) 12/31/76  
(5) 1/1/76

- A** (3) – (5) – (1) – (2) – (4)  
**B** (3) – (1) – (2) – (4) – (5)  
**C** (4) – (2) – (1) – (5) – (3)  
**D** (5) – (4) – (2) – (1) – (3)

5. Group the records in the following way:

- (1) by sex with females first  
(2) by social security number from lowest to highest

Record	Social Security Number	Sex
1	301-98-1888	M
2	105-99-9999	F
3	309-11-6633	M
4	601-33-9123	M
5	302-89-1666	F

then choose the answer which shows the correct order.

- A** 2, 5, 1, 3, 4  
**B** 2, 1, 5, 3, 4  
**C** 1, 3, 4, 2, 5  
**D** 5, 2, 4, 3, 1

**Part I – CLERICAL SKILLS – Continued**

Use the following table in order to answer question 6.

ZIP Code	No. of units	Address No.	Block No.	Type of form	Serial No.	Date Questionnaire checked in	No. of persons
00011	3	0056	107	B	0500	9/6	6
00011	3	0056	107	A	0501	9/16	6
00011	3	0056	107	B	0502	9/6	6
00011	1	0057	107	C	0503	9/9	9
00011	1	0157	117	A	0504	9/19	9
00011	1	0158	117	B	0505	9/16	1
00011	1	0159	117	A	0506	9/6	3
00011	2	0160	117	B	0507	9/9	3
00011	2	0160	117	C	0508	9/16	4
00111	1	1160	177	A	0509	9/16	0
00111	2	1161	177	B	0510	9/6	7
00111	2	1161	177	A	0511	9/16	6
00111	1	1162	177	B	0512	9/9	0

6. Which of the following correctly matches a row in the table above?

- A** 00111-1-1160-177-A-0509-9/6-0
- B** 00011-1-0157-107-A-0504-9/19-9
- C** 00011-3-0056-107-A-0501-9/6-6
- D** 00111-2-1161-177-A-0511-9/16-6

## Part II – READING

This section is designed to test how well you read. The items test your vocabulary, comprehension, and ability to apply what you read.

Choose the one answer which **BEST** fits the meaning of the word in capital letters.

7. Do not permit any **UNAUTHORIZED** person to see census information.

- A uniformed
- B unidentified
- C unofficial
- D illegal

8. TRANSCRIBE –

- A to transport
- B to copy
- C to repeat
- D to exchange

Read the paragraph regarding census work. Answer the question which follow based on the information in the paragraph. Select the **BEST** answer.

9. The field operations supervisor will issue one identification card to each crew leader. Crew leaders will issue one identification card to each enumerator. Clerks will be issued identification cards only if necessary for them to work outside the office on special tasks and in contact with the general public. All identification cards issued must be turned in to the field operations supervisor upon completion of work, separation, termination, or resignation. The supervisor is responsible for seeing that all returned cards are destroyed.

Which of the following is not a true statement?

- A The overall responsibility for identification cards rests with the field operations supervisor.
- B Clerks may not always be provided with identification cards.
- C Enumerators who resign turn their identification cards in to their supervisor, the crew leader, who destroys them.
- D A crew leader's identification card is destroyed when he/she resigns.

A definition of a census term is given below. Read the definition and then answer the question that follows it based on the definition.

10. **Group Quarters:** Any living quarters occupied by ten or more unrelated persons is called a group quarters. Examples of a group quarters are worker's dormitories, boarding houses, halfway houses, convents, etc. In addition, college dormitories, fraternity houses, or nurse's dormitories are **always** considered to be a group quarters, regardless of the number of students who live there.

Which of the following is not a group quarters?

- A A college dormitory in which six students live
- B A house in which a family of six and four boarders live
- C A convent occupied by ten nuns
- D A resident hall for eight student nurses

## Part II – READING – Continued

Answers to questions 11 and 12 are based on the information below.

A census taker is told to count only the following as living in a particular household:

- Family members living here, including babies still in the hospital
- Relatives living here
- Lodgers or boarders or hired hands living here
- Domestic employees or hired hands living here
- Other persons living here
- College students who stay here while attending college, even if their parents live elsewhere
- Persons who usually live here, but are temporarily away (including children in boarding school below the college level, but excluding family members serving in the armed forces)
- Persons with a house elsewhere, but who stay here most of the week while working

In items 11 and 12, select the person the census taker would **NOT** count as living in that household.

- 11.**
- A** A son who is away in the armed forces
  - B** A family member traveling in Europe for a couple of months
  - C** Mr. Smith, a boarder, who stays here during the week and returns to his home on weekends
  - D** A newborn baby who has not yet been brought home from the hospital
- 12.**
- A** A son who is living in a college dormitory while attending college out-of-town
  - B** The maid, who sleeps in a bedroom in the basement
  - C** The mother-in-law, who owns a home in another state, but who has been living here for the past year
  - D** A daughter in the tenth grade, who lives in a boarding house while attending school out-of-town

### Part III – NUMBER SKILLS

Some of the items in this section are designed to test your ability to perform arithmetic computations involving addition, subtraction, and multiplication. Others involve no computation at all, but an understanding of numerical concepts.

**Solve the problems in items 13 through 18. Select the correct answer from the given choices.**

**13.**  $.41 + 21.4 + 6.3 + 280 =$

- A** 48.49
- B** 59.8
- C** 308.11
- D** 450

**14.** 4306 miles – 49 miles

- A** 4207 miles
- B** 4357 miles
- C** 4057 miles
- D** 4257 miles

**15.**  $40 \times 17.2$

- A** 6.88
- B** 680.8
- C** 68.8
- D** None of the above

**16. Mr. Hernandez had to interview a total of 63 households in his assignment. He has already finished 28. What percentage of the households in his assignments has he finished?** (Round your answer to the nearest hundredth of a percent.)

- A** .44%
- B** 22.50%
- C** 44.44%
- D** 55.56%

**17.** 2610.0 miles – 2554.8 miles

- A** 55.2 miles
- B** 56.2 miles
- C** 165.2 miles
- D** 552 miles

**18.** Place each of the following ten numbers in the correct column of the tables below them. Then choose the answer that shows the correct placement.

70067, 99992, 33336, 24689, 3330, 603, 22221, 28, 87059, 67000

Odd Numbers Only		
1–33333 (a)	33335–66665 (b)	66667–99999 (c)

Even Numbers Only		
2–33332 (d)	33334–66666 (e)	66668–99998 (f)

- A** (a) 28,3330  
(b) 33336  
(c) 67000,99992  
(d) 603,22221,24689  
(f) 70067,87059

- B** (a) 603,22221,24689  
(c) 70067,87059  
(d) 28,3330  
(e) 33336  
(f) 67000,99992

- C** (a) 603,22221,24689  
(b) 33336  
(c) 67000,760067,87059  
(d) 28,3330  
(e) 99992

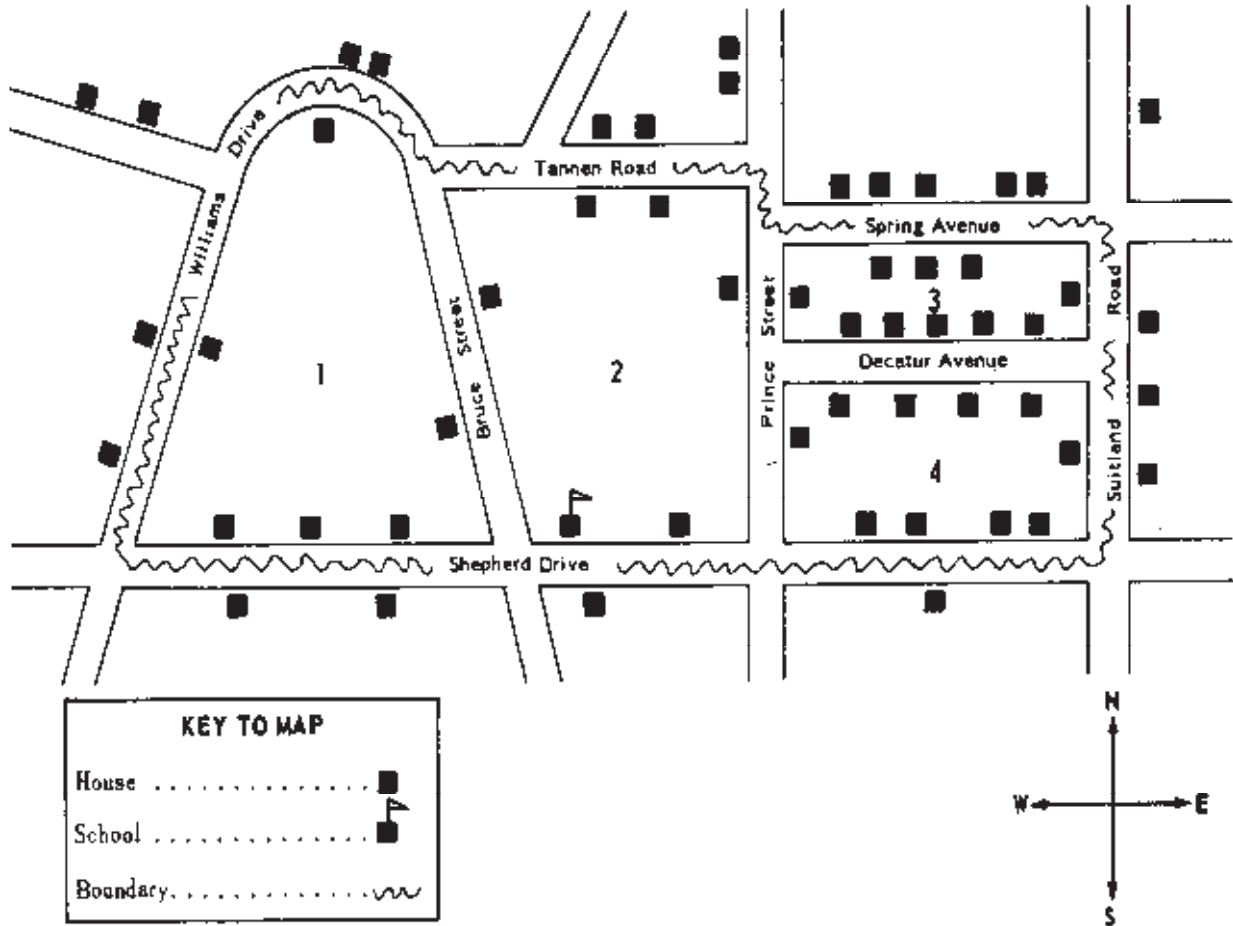
- D** None of these



## Part IV – INTERPRETING INFORMATION and EVALUATING ALTERNATIVES

This section is designed to test your ability to use good judgment in interpreting information in order to determine the best of several possible alternatives.

You have been assigned to enumerate inside the boundaries outlined on the map below. Where the boundary is a road, the boundary line runs down the center of it. Using the map choose the best answer to questions 19, 20, and 21.



19. How many houses on Decatur Avenue are included in block 3?

- A 10
- B 4
- C 5
- D 6

20. How many houses would you visit on Shepherd Drive?

- A 13
- B 12
- C 9
- D 8

21. If you went from the corner of Bruce Street and Tannen Road to the corner of Spring Avenue and Suitland Road by the shortest way, how many houses in your assignment would you pass?

- A 5
- B 6
- C 10
- D 12

## Part IV – INTERPRETING INFORMATION and EVALUATING ALTERNATIVES – Continued

Refer to the following outline of a chapter from a census procedures manual in order to answer questions 22 and 23.

### Furnishing and Operating the District Office

- 2.A.** Space
  - 2.A1** Space for the District Office
  - 2.A2** Training Space
- 2.B.** Bills
  - 2.B1** Identification
  - 2.B2** Certification
  - 2.B3** Submission for Payment
  - 2.B4** Special Instructions
  - 2.B5** Administrative Operations Codes
- 2.C.** Services
  - 2.C1** Telephones
  - 2.C2** Utilities
- 2.D.** Supplies and Equipment
  - 2.D1** Receiving Shipments
  - 2.D2** Organizing Supplies
  - 2.D3** Storing Small Items
  - 2.D4** Repair of Office Machines
  - 2.D5** Requests for Supplies
  - 2.D6** Purchase of Supplies and Equipment
- 2.E.** Rental of Office Equipment
  - 2.E1** Pre-Arranged Rental
  - 2.E2** District Office Rentals
  - 2.E3** Delivery Acceptances
  - 2.E4** Payment of Rental Bills
- 2.F.** Rental of Automobiles
  - 2.F1** Report Days Rented
  - 2.F2** Forward Trip Tickets
- 2.H.** Office Layout
  - 2.H1** Administrative Area
  - 2.H2** Supply Area
  - 2.H3** Processing Area
  - 2.H4** Field Operations Area
  - 2.H5** Computer Terminal Room

**22. Which section would tell you about the payment procedure for rental equipment?**

- A** 2.B3
- B** 2.D6
- C** 2.E2
- D** 2.E4

**23. Which section tells how supplies such as pencils, erasers, and paper clips should be stored?**

- A** 2.D2
- B** 2.D3
- C** 2.D5
- D** 2.H2

Refer to the table below to answer question 24.

### Log of Census Operations

Questionnaire number	Review operations					
	<sup>1</sup>		<sup>2</sup>		<sup>3</sup>	
	S	C	S	C	S	C
0015	3/14	3/15	3/16	3/18		
0016	3/13	3/14	3/15	3/15	3/17	3/18
0116	3/12	3/12	3/14	3/16		
0118	3/17					
0119	3/11					

S=Start      C=Completion

**24. On what date was the second review completed for Questionnaire 0116?**

- A** 3/13
- B** 3/14
- C** 3/15
- D** 3/16

## Part V – ORGANIZATIONAL SKILLS

This section is designed to determine your ability to use logical reasoning in order to analyze, summarize, and/or organize information to solve a problem or follow an instruction.

**25. Mr. Jones can't remember the year of her birth but she knows that she was born in the month of September. If it is now May 1990, and Ms. Jones tells you she is 78 years old, in what year was she born?**

- A** 1911
- B** 1912
- C** 1913
- D** None of these

Read the following paragraph and answer the question below it.

**26.** Each county is divided into a number of census tracts. The tracts are, in turn, subdivided into blocks. Groups of blocks within a tract are then combined into enumeration districts (ED).

**Which of the following shows the four geographic units discussed above, in order of size, from largest to smallest?**

- A** county, tract, ED, block
- B** county, block, tract, ED
- C** county, ED, tract, block
- D** ED, block, tract, county

The paragraph below may be confusing as written. Choose the answer that explains its meaning in the simplest, most complete way.

**27.** The number of questions to be asked in the 1980 Census approximates the number asked in 1970 and 1960, and is less than was asked in 1940 and 1950. There are questions relating to housing characteristics and questions relating to population characteristics.

- A** There will be fewer questions in 1980 than 30 years ago, and they relate to population and housing characteristics.
- B** The number of questions has not changed in over 40 years, and all questionnaires have both population and housing questions.
- C** Questionnaires have the same number of questions relating to population as in 1960 and 1970.
- D** Questionnaires have more questions than in 1940, but fewer than in 1970.

## Part V – ORGANIZATIONAL SKILLS – Continued

Answer question 28 by referring to the following samples and the paragraph of coding rules which follows them.

### ADDRESS LABEL

D.O.	A1.	A2.	A3.	A4.	A5.	A6.
3011	101	23		117	B	172
811 Main Street						
Anytown, USA						
00000						<b>B</b>

### CODING SHEET

A2. Unit number	A3. Building address number	A4. Block number	A6. Serial number
● 0 0	0 0 0	0 0	0 0 0 0
1 1 1	1 1 1	1 1 1	1 1 1 1
2 ● 2	2 2 2	2 2 2	2 2 2 2
3 3 ●	3 3 3	3 3 3	3 3 3 3
4 4 4	4 4 4	4 4 4	4 4 4 4
5 5 5	5 5 5	5 5 5	5 5 5 5
6 6 6	6 6 6	6 6 6	6 6 6 6
7 7 7	7 7 7	7 7 7	7 7 7 7
8 8 8	8 8 8	8 8 8	8 8 8 8
9 9 9	9 9 9	9 9 9	9 9 9 9

The corresponding areas of an address label and a coding sheet are identified by a letter and number, such as A1, A2, etc. One records a number from the address label onto the corresponding area of the coding sheet by marking the appropriate digits, placing one digit in each column. When there are more columns on the coding sheet than there are digits in the numbers on the address label, the recorded numbers must be preceded by zeroes. See the example above for A2, Unit number.

**28. How would you record the "Serial Number" on the coding sheet?**

A	B	C	D
0 ● 0 0	0 0 0 0	0 0 0 0	● 0 0 0
1 1 ● ●	● 1 1 1	1 ● 1 1	1 ● 1 1
2 2 2 2	2 2 ● 2	2 2 2 ●	2 2 2 ●
● 3 3 3	3 3 3 3	3 3 3 3	3 3 3 3
4 4 4 4	4 4 4 4	4 4 4 4	4 4 4 4
5 5 5 5	5 5 5 5	5 5 5 5	5 5 5 5
6 6 6 6	6 6 6 6	6 6 6 6	6 6 6 6
7 7 7 7	7 ● 7 7	7 7 ● 7	7 7 ● 7
8 8 8 8	8 8 8 8	8 8 8 8	8 8 8 8
9 9 9 9	9 9 9 9	9 9 9 9	9 9 9 9

**PRACTICE TEST FOR EMPLOYEE POSITIONS**

**DO NOT OPEN THIS  
BOOKLET UNTIL YOU ARE  
READY TO SET YOUR TIMER**



## **PRACTICE TEST ANSWER KEY**

- 1. C**
- 2. C**
- 3. A**
- 4. A**
- 5. A**
- 6. D**
  
- 7. C**
- 8. B**
- 9. C**
- 10. B**
- 11. A**
- 12. A**
  
- 13. C**
- 14. D**
- 15. D**
- 16. C**
- 17. A**
- 18. B**
  
- 19. C**
- 20. D**
- 21. A**
- 22. D**
- 23. B**
- 24. D**
  
- 25. A**
- 26. A**
- 27. A**
- 28. D**





APPLICANT NAME

Last

First

Initial

**PRACTICE TEST FOR EMPLOYEE  
POSITIONS**

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SAMPLE ITEMS	PART I CLERICAL SKILLS	PART II READING	PART III NUMBER SKILLS	PART IV EVALUATING ALTERNATIVES	PART V ORGANIZATIONAL SKILLS
<p><b>A B C D</b></p> <p>S1. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>1. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>7. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>13. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>19. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>25. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
<p><b>A B C D</b></p> <p>S2. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>2. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>8. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>14. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>20. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>26. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
	<p><b>A B C D</b></p> <p>3. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>9. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>15. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>21. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>27. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
	<p><b>A B C D</b></p> <p>4. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>10. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>16. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>22. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>28. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
	<p><b>A B C D</b></p> <p>5. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>11. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>17. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>23. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	
	<p><b>A B C D</b></p> <p>6. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>12. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>18. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p><b>A B C D</b></p> <p>24. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	



